DOCUMENT RESUME

ED 336 338 SP 032 919

AUTHOR Green, Phyllis; And Others
TITLE No Surprises: The Guidelines Approach to Evaluation of Pre-Service Student Teachers.
PUB DATE 91
NOTE 20p.
PUB TYPE Tests/Evaluation Instruments (160) -- Guides - General (050)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Check Lists; Elementary Education; *Evaluation Criteria; Feedback; *Guidelines; Higher Education; Preservice Teacher Education; *Student Teacher Evaluation; Student Teachers; *Student Teacher Supervisors
IDENTIFIERS *Instrument for Observation of Teaching Activities

ABSTRACT

This paper describes guidelines developed by Illinois State University (ISU) elementary supervisors for the mid-term and final evaluations of preservice student teachers. Evaluation instruments were developed from campus-based and field-based outcomes of clinical experiences and are used as a formative and summative basis for a precisely defined assessment of the student teacher. The guidelines are provided to the student teachers prior to the evaluation period. Because the guidelines are specific, measurable, and comprehensive, the students can use them to check their own progress and as suggestions for improvement. The attachments include: the ISU student teaching evaluation guidelines on professional performance and personal characteristics; the midterm evaluation of teacher candidates checklist; and the final evaluation form. (LL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 336338

No Surprises: The Guidelines Approach to Evaluation of Pre-Service Student Teachers

by

Phyllis Green, M.A., Ann Weber, M.A., Wayne Galler, Ph.D.,
Margaret Shaw-Baker, Ph.D., Anne Troy-Countryman, Ph.D.,
Peg McCardle, M.A., Ann Lund, M.A., Starr Hull, Ed.D.

Illinois State University
Curriculum and Instruction Department
McLean County Teacher Education Center
221 University High School
Normal, Illinois 61761

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A. Weber

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SP 032 919

ABSTRACT Illinois State University elementary supervisors delineate guidelines used in evaluating pre-service student teachers for mid-term and final evaluations. Evaluation instruments, developed from campus-based and field-based outcomes of clinical experiences, are used as a formative and summative basis for a precisely defined assessment of the student teacher. Forms are included.

No Surprises:
The Guidelines Approach to Evaluation of Pre-Service
Student Teachers

How should a teacher educator proceed in evaluating student teachers? What are the purposes of even conducting evaluations of student teachers? How can the evaluator be precise, fair, and confident in his/her assessment?

"Evaluation procedures in the various stages of pre-service clinical experiences of teacher preparation program should accommodate individual developmental differences in teacher candidates. On the one hand, it is important to assure that all teacher candidates possess the basic knowledges, skills, and attitudes necessary for a successful first-year teaching experience. On the other hand, it is important to recognize the need for continued inservice growth which will extend the basic knowledges, skills, and attitudes as a career-long student of teaching." (Shaw-Baker and Curtis 1988)

To be a teacher educator in 1989 is to be at the center of national attention in reforming the way we educate and evaluate student teachers. The staffs of the Illinois State University elementary education teaching centers have developed extensive evaluation guidelines to use in completing mid-term and final evaluations. In this article we intend to delineate evaluation guidelines developed from campus-based and field-based outcomes of clinical experiences which correlate to the mid-term and final evaluations of pre-service student teachers.

The philosophy of supervision and evaluation at the ISU Teaching Centers includes these principles:

Evaluation should be based on clearly set criteria.
Evaluation should be an integral and continuous process throughout the student teaching experience.
Evaluation should document/acknowledge teaching strengths weaknesses, progress, and potential.
Evaluation should provide clear, personalized, and constructive feedback.
Evaluation should encourage creativity and experimentation.
Evaluation should focus on growth in self-evaluation, self-analysis, and analytic reflection.

But how does the teacher educator translate the philosophy into practice? Agreeing with Joyce and Showers (1988) that ". . .the overt, visible skills (of teaching) are driven by mental activities that constitute the invisible skills of teaching," the center staffs advocate specific feedback focused on behavior upon which the student teacher can act. As beginning practitioners, student teachers need only the amount and developmental level of feedback that they can use at that time. Observers focus on some of the descriptors, saving other areas for discussion later.

In use for three years in the elementary education teacher centers at ISU, the criteria provide practical guides to standardize evaluation for the student teacher, cooperating teacher, and university consultant. The guidelines (Figure 1) correlate with the documents for mid-term and final evaluation (Figure 2 and 3). The guidelines provide short, clear descriptors which can be easily observed in watching student teachers. Each descriptor can be seen on a continuum of varying degrees from present to absent in the student teacher. The group of descriptive phrases taken together provide a comprehensive picture of the student teacher and assist in providing an itemized evaluation. The mid-term is considered to be a formative evaluation; the final evaluation is considered to be a summative evaluation. Both assessments are made at the beginning teacher level.

The guidelines are provided to the student teachers prior to the evaluation period. Because the guidelines are specific, measurable, and comprehensive, students can use the guides to check their own progress and as suggestions for improvement.

The guidelines approach can be used in sections as needed with individual student teachers. It is comprehensive enough to cover potential surprises with specific students, but focused enough in individual descriptive phrases so that improvement is possible and student teachers can develop to their fullest potential.

Cooperating teachers and university supervisors work with these guidelines to provide a road map for continued progress toward a beginning teacher level of competence. These guidelines provide precision, fairness, and confidence for the evaluators. With this approach, student teachers report that there are few surprises in the evaluation process.

References

Joyce, B. & Showers, B. (1988) Student Achievement through Staff Development. New York: Longman Inc.

Shaw-Baker, M. & Curtis, D. (1988, August). "TEACH" (Teacher Education ACHievement): Empowerment through Clinical Experiences. Paper presented at a meeting of university supevisors at Illinois State University's Cuirriculum & Instruction Department, Normal, Illinois.

FIGURE 1

ILLINOIS STATE UNIVERSITY
STUDENT TEACHING EVALUATION GUIDELINES

PROFESSIONAL PERFORMANCE

PLANNING

OBJECTIVES

- selects objectives which correlate to district curricular outcomes
- states objectives in measurable form that clearly indicates learning and behavior expected

INDIVIDUAL NEEDS

- makes provision for individual needs, varying abilities and learning styles
- plans for individual, small and whole group instructions where appropriate
- plans for remedial and enrichment activities

DAILY LESSONS

- considers possibility of adjusting plans in response to students needs
- includes appropriate lesson format (set induction, pacing, instructional input, modeling, guided practice, closure, assignment)
- follows a planning format which thoroughly prepares self for teaching
- prepares lessons with content appropriate for teaching objectives
- considers factors of sequence and continuity in planning learning experiences
- plans for a wide variety of teaching techniques and learning experiences
- matches activities to achievement / interest of students
- considers multiple learning styles
- written in advance

LONG TERM

- develops long-range unit for class implementation
- integrates subject matter within the unit
- considers long-range goals as well as objectives
- plans far enough in advance to provide for seasonal activities, utilizes school / community resources and speakers, and have materials ready when needed

MATERIALS

- selects materials appropriate for instruction and class
- includes various teaching aids (a.v., flannel board, games) to provide for learning modalities

- shows evidence of gathering outside materials for instruction
- selects and adapts commercial aids
- has materials organized and ready for use

THOROUGHNESS

- plans show evidence of background material being used
- plans show use of outside resources to aid in development of lesson
- plan moves from concrete to abstract
- plans show evidence of application to daily living
- plans show variety of questioning techniques
- involves pupils in planning and decision-making

IMPLEMENTATION

CONTENT KNOWLEDGE

- demonstrates accuracy of facts
- demonstrates sufficient background knowledge to teach the subjects or grades assigned
- uses supplemental materials in subjects or grades being taught
- exhibits a broad personal background to extend textbook contents
- inter-relates concepts from one area of knowledge to another or reinforces concepts by showing relationships between areas of knowledge
- is familiar with professional books and journals related to teaching field

PRESENTATION SKILLS

- establishes effectual classroom rapport
- builds interest / motivation
- communicates purpose of lesson
- introduces new words, skills, concepts, materials, and media
- has logical, clear presentation
- relates to past experiences
- gives clear directions; uses explanations that are logical and appropriate to grade level
- plans sufficient work and / or time for completion of work
- provides ongoing reward and reinforcement
- adjusts lessons if necessary, based upon pupil reaction
- gives additional guidance or direction when needed
- re-teaches or re-discusses if needed
- provides for individual needs
- develops process of inquiry, problem solving, and critical thinking on the part of students
- encourages questioning and intellectual curiosity in the pupils

- provides activity aimed at summarizing the main idea
- provides experience in the application and use of concept / principle / skill
- provides for possible carry-over to next lesson
- includes tangible evaluations (worksheets, skits, demonstrations)
- gives feedback to learners
- teaches children not materials

VARIETY OF TECHNIQUES

- uses a variety of materials, audio-visual aids and supplemental materials
- uses a variety of teaching strategies: cooperative groups, interest centers, simulations, discovery, games, discussion, lecture
- varies patterns of grouping for instruction
- considers student reaction, understanding, and learning style when selecting teaching techniques

PUPIL INVOLVEMENT

- utilizes methods which reach and maintain pupil interest
- organizes learning experiences for purposeful involvement of each pupil
- uses focusing methods or materials to draw student attention to new learning activity or topic
- incorporates and expands upon student ideas

TIMING

- adjusts lesson based on pupil feedback
- minimizes interest lag by changing activities as group shows readiness
- constantly monitors non-verbal behavior of students; adjusts techniques to gain attention
- gives students time to think, react and respond
- matches lessons to available time allotment

USE OF MATERIALS

- provides hands-on experiences for students
- insures all students can hear, see, feel media
- demonstrates adequate understanding of all materials used in the classroom
- helps, not hinders, student understanding

MANAGEMENT

ATMOSPHERE

- fosters mutual respect
- treats students fairly, impartially, consistently and objectively
- insures an effective learning atmosphere is maintained in the classroom
- provides students with a sense of comfortable predictableness in how class is managed

- maintains positive, non-threatening atmosphere
- establishes climate that is supportive

INSTRUCTIONAL

- performance reflects the ability to build an effective learning climate through positive working relationships with pupils
- demonstrates ability to secure class participation and cooperation
- develops rapport to the extent that pupils seek his / her help in solving their problems
- provides opportunities for and encourages students to take responsibility for learning
- works effectively with individuals and small groups
- monitors class effectively while working with small groups
- works effectively with the entire class
- deals with unexpected situations as they develop
- adapts instruction to take advantage of spontaneous situations
- retains teacher status while working with students

PHYSICAL ENVIRONMENT

- considers pupil safety and comfort
- has work areas properly lighted
- arranges classroom facilities to provide optimum contribution to learning
- creates bulletin boards to support instruction
- changes bulletin boards and displays regularly
- displays student work
- exhibits creativity in room decorations
- maintains orderly classroom appearance
- involves students in clean up activities (*i.e.*, cleaning own desks, putting away games and materials, etc.)

NON-INSTRUCTIONAL ROUTINES

- establishes effective procedures for regular occurrences as entrance and exit from room, attendance, sharpening pencils
- acquaints students with procedures for handing in and returning papers
- handles routines effectively to avoid wasting time

BEHAVIOR

- communicates expectations for appropriate behavior
- foresees and attempts to resolve potential difficulties
- monitors class effectively while working with small groups
- gives praise when appropriate (many variations in responding to pupils)
- displays a patient attitude in relating to pupils
- effectively utilizes positive techniques

- exhibits a firm and assertive approach when appropriate
- uses non-verbal communication to discourage disorder
- follows up on expectations
- achieves workable solutions to classroom problems
- states clearly rules for changing from one activity to another in advance of transition
- supervises when students enter room and at dismissal
- provides leadership in emergencies
- demonstrates ability to help students develop self-control and discipline
- effectively uses appropriate punishment when needed

AWARENESS

- foresees and attempts to resolve potential difficulties
- recognizes problems when they occur
- continually assesses student learning and involvement with the instruction
- makes appropriate decisions based on recognized problems
- constantly aware of all student behavior

EVALUATION

VARIETY

- uses a variety of techniques for evaluating student progress (work sheets, skits, demonstrations, quizzes, standardized tests, discussions)
- provides for pupil self-evaluation

PROMPTNESS

- grades and comments on work promptly
- actively evaluates all lessons after teaching

CONSISTENCY

- grades students fairly (based on evidence and careful analysis)
- in grading performance and recording grades

APPLICATION TO PLANNING

- evaluates in terms of objectives of instruction
- uses evaluations in planning subsequent lessons
- provides re-teaching when student evaluation deems it necessary
- use plan-teach-evaluate cycle
- evaluate student work perceptively

ACCURACY

- gives written feedback which is correct grammatically
- transfers grades / comments into grade book accurately
- accurate in grading

PERSONAL CHARACTERISTICS

ATTITUDE TOWARD TEACHING

- performance reflects a "seriousness of intent" in learning to teach
- appears to enjoy children and teaching
- possesses physical vitality for teaching
- takes active role within classroom
- inquires about cooperating teacher's methods
- initiates search for information about pupils' attitudes, interests achievements, *etc.*
- studies curricular materials to gain an understanding of scope and sequence for grade level
- participates in professional meetings and workshops
- has interest in gaining knowledge of professional organizations
- has professional attitude in the classroom

ORAL COMMUNICATION SKILLS

- uses correct grammar; avoids using words, phrases and expressions which are not standard English
- uses language correctly in oral communication
- uses English in its correct form
- pronounces words correctly
- enunciates words correctly
- gives clear oral explanations and directions
- has sufficiently extensive vocabulary to explain concepts
- uses vocabulary appropriate for comprehension by students

WRITTEN COMMUNICATION SKILLS

- uses correct grammar, sentence structure, punctuation
- spells all words correctly
- clearly expresses intent of message
- has sufficiently extensive vocabulary
- able to express message at the level of the receiver
- models penmanship taught to students

REFLECTION / SELF-ANALYSIS

- asks questions which indicate analysis of performance
- sees and discusses strengths and weaknesses in self
- sets goals to improve teaching
- makes suggestions to bring about own improvement
- learns from mistakes; tries different approaches
- freely evaluates teaching performance with cooperating teacher and university consultant
- discusses insights gained from interaction with class

INDUSTRIOUSNESS / PRODUCTIVITY

- puts forth necessary time and effort outside of school day as evidenced by completed projects / tasks
- makes efficient use of school day
- materials are organized and ready for daily use
- develops materials beyond those provided
- volunteers for extra responsibilities

ENJOYMENT OF CHILDREN

- interacts freely
- enjoys spending time with children
- shows patience and understanding of individuals
- demonstrates sincere interest in pupils

ENTHUSIASM

- is actively involved in lesson
- has high degree of vitality drive and spirit throughout the lesson
- uses descriptive vocabulary
- changes volume, rate, and tone of voice
- uses demonstrative movement of body: clapping, large sweeping movements

INITIATIVE

- seeks opportunities to assume responsibility
- gets materials ready in a timely fashion
- helps arrange room
- volunteers to do bulletin boards, field trips, or projects outside the classroom
- exhibits creativity in developing materials
- is responsible about participation in seminars, committees, and building meetings
- makes arrangements to confer with cooperating teacher
- takes initiative in seeking advice and help from the cooperating teacher and university consultant
- takes initiative in assuming increasing responsibility as the student teaching practicum progresses

INTERPERSONAL RELATIONSHIPS

- Pupils:
  - is sensitive to individual needs and interests of each pupil
  - gains respect and confidence of pupils
  - maintains reasonable expectations for pupils
  - uses positive reward and reinforcement
  - demonstrates a sense of humor
  - is tactful in dealing with students
  - accepts ideas and feelings of students (encourages and clarifies in a non-threatening manner)
- Staff:
  - has professional working relationships with faculty and staff
  - exhibits friendly attitude within the school
  - demonstrates humor and tact
  - is considerate of others
  - is becoming acquainted with as many faculty and other personnel as possible; is cooperative and courteous in all school relationships
- Parents:
  - is tactful in dealing with parents
  - maintains cooperation and communication between home and school
  - does not say anything that would undermine the confidence and respect of children for their parents

PROMPTNESS / DEPENDABILITY

- is honest and trustworthy in all respects
- is consistently reliable in fulfilling responsibilities promptly
- is time conscious regarding daily or weekly schedules and routines (recess duty, P.E. and music, meetings)
- honors cooperating teacher's time deadlines for lesson plans, activities, tasks

APPEARANCE

- projects a professional image
- has good posture
- appropriate for learning activity

VOICE

- has pleasant quality
- uses reasonably strong and assertive voice
- speaks clearly and distinctly
- uses proper articulation
- changes volume, rate, and tone of voice
- uses voice variety as a teaching tools

FIGURE 2

Illinois State University
Office of Clinical Experiences
and Certification Processes

MID-TERM EVALUATION OF TEACHER CANDIDATES

Teacher Candidate _____ SSN _____

Cooperating Teacher _____ Center Consultant _____

Grade Level(s) or Subject Area(s) of Student Teaching Experience _____

Clinic School _____ District _____

City _____ Beginning Date of Assignment _____

ASSESSMENT OF PROFESSIONAL SKILLS RELATED TO TEACHER PERFORMANCE

DIRECTIONS: Use the following seven statements to rate the teacher candidate's professional skill areas.

1. The teacher candidate's performance is outstanding in nearly all of the professional skill areas.
2. The teacher candidate's performance is strong in nearly all of the professional skill areas.
3. The teacher candidate's performance is good in most of the professional skill areas.
4. The teacher candidate's performance is good in some of the professional skill areas.
5. The teacher candidate's performance is satisfactory in most of the professional skill areas.
6. The teacher candidate's performance is satisfactory in some of the professional skill areas.
7. The teacher candidate's performance is below satisfactory in most of the professional skill areas.

DIRECTIONS: Place an "X" in the box which best indicates the teacher candidate's performance in the professional skill areas of PLANNING, IMPLEMENTATION, MANAGEMENT, and EVALUATION.

PLANNING	1	2	3	4	5	6	7	COMMENTS
Objectives								
Individual Needs								
Daily Lessons								
Long-Term								
Materials								
Thoroughness								

IMPLEMENTATION	1	2	3	4	5	6	7	COMMENTS
Content Knowledge								
Presentation Skills								
Variety of Techniques								
Pupil Involvement								
Timing								
Use of Materials								

MANAGEMENT	1	2	3	4	5	6	7	COMMENTS
Atmosphere								
Instructional								
Physical Environment								
Routine								
Behavior								
Awareness								

EVALUATION	1	2	3	4	5	6	7	COMMENTS
Variety								
Promptness								
Consistency								
Application to Planning								
Accuracy								

ASSESSMENT OF PERSONAL CHARACTERISTICS RELATED TO TEACHER PERFORMANCE

DIRECTIONS: Place an "X" on the continuum line to indicate your evaluation of the performance level of your teacher candidate's "seriousness of intent" in learning to teach.

PERSONAL CHARACTERISTICS	OUT-STANDING NEEDS IMPROVEMENT	COMMENTS
Attitude toward Teaching		
Written Communication Skills		
Oral Communication Skills		
Self-analysis		
Industriousness / Productivity		
Enjoyment of Children		
Enthusiasm		
Initiative		
Interpersonal Relationships		
Promptness / Dependability		
Appearance		
Voice		

Comments regarding strengths:

Comments and suggestions regarding areas needing improvement:

The teacher candidate's overall professional skill level at this time is indicated by the Page 1 statement:
(Please circle one.) 1 2 3 4 5 6 7

The mid-term grade _____

Days absent: _____ as of this date. Date of Mid-Term Conference _____
Month Day Year

_____ _____ _____
Teacher Candidate's Signature Cooperating Teacher's Signature Center Consultant's Signature

FIGURE 3

ILLINOIS STATE UNIVERSITY

Final Evaluation of Student Teacher: ECE _____ Elementary _____ JH/MS _____

Student Teacher _____ SSN _____
last name first name middle/maiden

Cooperating Teacher _____ Center Consultant _____

School _____ District _____

Grade Level/Subject of Assignment _____ Dates of Assignment _____

ASSESSMENT OF PROFESSIONAL SKILLS RELATED TO TEACHER PERFORMANCE

DIRECTIONS: Place an "X" in the box which best indicates the overall professional skill level of the teacher candidate at this time. Use the same explanations in the numbers 1 through 7 for your evaluation of the teacher candidate's performance in the professional skill areas of PLANNING, IMPLEMENTATION, MANAGEMENT, and EVALUATION.

1. [ ] The teacher candidate demonstrates competencies at a beginning teacher level and is highly recommended without reservation.
2. [ ] The teacher candidate demonstrates competencies at a beginning teacher level and is highly recommended
3. [ ] The teacher candidate demonstrates competencies at a beginning teacher level and is recommended.
4. [ ] The teacher candidate may require supervisory support as a beginning teacher and is recommended with reservation.
5. [ ] The teacher candidate will require supervisory support as a beginning teacher and at this time is recommended with several reservations.
6. [ ] The teacher candidate will require much supervisory support as a beginning teacher and is not recommended at this time.
7. [ ] The teacher candidate is not recommended at this time.
8. [ ] The teacher candidate's performance is inadequate.

Planning	1	2	3	4	5	6	7	8
Objectives								
Individual needs								
Daily lessons								
Long term								
Materials								
Thoroughness								

Management	1	2	3	4	5	6	7	8
Atmosphere								
Instructional								
Physical environment								
Routine								
Behavior								
Awareness								

Implementation	1	2	3	4	5	6	7	8
Content knowledge								
Presentation skills								
Variety of techniques								
Pupil Involvement								
Timing								
Use of materials								

Evaluation	1	2	3	4	5	6	7	8
Variety								
Promptness								
Consistency								
Application to planning								
Accuracy								

ASSESSMENT OF PERSONAL CHARACTERISTICS RELATED TO TEACHER PERFORMANCE

DIRECTIONS: Place an "X" on the continuum to indicate your evaluation of your teacher candidate's "seriousness of intent" in learning to teach.

Personal Characteristics	Out-standing	Needs Im-provement
Attitude toward teaching		
Written communication skills		
Oral communication skills		
Reflection/self-analysis		
Industriousness/productivity		
Enjoyment of children		

Personal Characteristics	Out-standing	Needs Im-provement
Enthusiasm		
Initiative		
Interpersonal relationships		
Promptness/dependability		
Appearance		
Voice		

BEST COPY AVAILABLE

DESCRIBE STUDENT TEACHING (size of school, socio-economic setting, classroom organization, etc.):

SUMMARIZATION STATEMENTS (Describe the student teacher's specific strengths, areas for improvement and potential success as a teacher):

Cooperating Teacher's Signature _____ Date _____

Report on Absences or Tardiness for Entire Student Teaching Experience:

Length of Absence: Reason:

STUDENT TEACHER SIGNATURE:

I have reviewed the contents of this form and request that it be submitted to Placement Service.

Student Teacher's Signature _____

Return this form to Placement Service, Illinois State University, Normal, IL 61761-6901